


Room and Theme	2.00-2.20pm	2.20-2.40pm	2.40-3.00pm	3.00-3.20pm
<b>SAGE 1</b>				
<b>Faculty Development (1); Teaching, Learning &amp; Assessment On Clinical Rotations (3)</b>	Life beyond workshops: exploring the value of peer observation of teaching in General Practice  <i>C Morris</i>	Maximising the learning opportunities for undergraduate medical students from medical ward rounds  <i>N Devani</i>	Evaluating the usability and acceptability of the discharge summary feedback (DSF) tool –field-testing in clinical practice with foundation doctors.  <i>R Kinston</i>	A fresh pair of eyes; a qualitative study looking at first year medical students' reflections on NHS service provision.  <i>S S Stuart</i>
<b>SAGE 2</b>				
 <b>Technology Enhanced Learning</b>	The utilisation of technology for Just-in-Time learning in clinical practice  <i>A Al-Jabir</i>	Exploring how experts and novices use 'just in time' learning (using mobile technology) in clinical decision making.  <i>G Murphu</i>	Using the Microsoft Surface Hub to integrate pre-clinical and clinical knowledge in case-based teaching.  <i>T Subramanian</i>	
<b>Barbour Room East</b>				
<b>Postgraduate Education</b>	Exploring the Impact of Maternity Leave on Doctors in Specialty Training  <i>J McGoran</i>	How to support refugee doctors into practice: helping to overcome an economic and humanitarian crisis  <i>A Kehoe</i>	Exploring the F3 generation; thematic analysis of the qualitative interview study  <i>C Rizan</i>	Path to Success: An interactive and innovative way of promoting laboratory medicine to potential applicants  <i>A Wort</i>
<b>Barbour Room West</b>				
<b>Postgraduate Education</b>	Top Tips for Masters Student's Success: Sharing experiences to shape the future.  <i>L Delgaty</i>	Trainees' perspective for Core Surgical Training Bootcamps  <i>J Pascoe</i>	What Factors Are Critical to Attracting NHS Foundation Doctors into Speciality or Core Training: A Discrete Choice Experiment  <i>G Scanlan</i>	What evidence is being collected about how doctors learn professionally from social media and what does this imply for medical learning?  <i>T Bird</i>
<b>C2</b>				
<b>Inter-professional Education</b>	A New Starting Point; An evaluation of a Healthcare Assistantship Programme for first year medical students.  <i>S Stuart</i>	An Interpretive Phenomenological Analysis of Student Interprofessional Learning Experiences in an Aged Care Setting  <i>A Teodorczuk</i>	Can patient feedback about the safety of care support interprofessional education?  <i>S Howarth</i>	Designing and delivering training interventions for health and social care staff that lead to patient benefit  <i>J Illing</i>
<b>C5</b>				
<b>Undergraduate Medical Education - Teaching &amp; Learning</b>	Googling is core and the textbook is extra: Information-seeking behaviour of first year medical students in an age of information overload  <i>T Bird</i>	Exploring the phenomena of empathy erosion in UK medical students: A study comparing empathy in students on an apprenticeship in primary care and those on a traditional hospital attachment.  <i>S Tanna</i>	Improving final year medical students' knowledge in, and confidence of, patient safety incidents  <i>R Crook</i>	Innovating Undergraduate Pathology Education through the Public Engagement Model  <i>N Nagesh</i>
<b>C9</b>				
<b>Undergraduate Medical Education - Teaching &amp; Learning</b>	Investigating the effectiveness of simulation to prepare medical students for professional practice: A mixed methods study  <i>C Carpenter</i>	Medicine Calling: Evaluating a different approach to the recruitment crisis in psychiatry  <i>R Winter &amp; H Andrews</i>	Preparing to Pass by Presenting to Peers.  <i>T Dowling &amp; H Bothwell</i>	Undergraduate Medical Education - Teaching & Learning  <i>S MacPherson</i>
<b>C19</b>				
<b>Curriculum Planning</b>	Core curricula for UK medical undergraduates: a scoping review of literature and current status  <i>M Sharma</i>	Delivering to 'that list': The challenges of working with Learning Outcomes  <i>H Bateman</i>	Evaluation of an innovative undergraduate longitudinal placement for 2nd year medical students in General Practice.  <i>L Kirtchuk &amp; N Jakeways</i>	Improving patient safety by enhancing raising concerns at medical school; a curriculum review  <i>N Malik</i>
<b>Squires Room</b>	ALL DAY			
<b>Speaker Preview Room</b>				